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ABSTRACT

This document contains reports of the members of three committees of the Council of Europe who made on-site visits to experimental adult education and community development projects throughout Europe in 1982 and 1983. The 14 reports describing the projects cover the following topics: (1) National Federation of Women's Institutes (United Kingdom); (2) the experiment conducted by the Church of Kurhessen Waldeck (Federal Republic of Germany); (3) the Danish experiment (Silkeborg); (4) the Padasjoki experiment (Finland); (5) the Sicilian experiment (Italy); (6) the Braga experiment (Portugal); (7) the Coria experiment (Spain); (8) the experiment of the "Lia Romantscha" (Switzerland); (9) the Twenthe experiment (The Netherlands); (10) the experiment of the "FUNOC" (Charleroi, Belgium); (11) the Norwegian experiment; (12) the Ankara experiment (Turkey); (13) the experiment "Idee Vosges" (Remiremont, France); and (14) the Landskrona experiment (Sweden). A list of the documents generated by the study groups is included. (KC)

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Bulletin of CDCC Project No. 9
"Adult education and community development"

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I. INTRODUCTION

As part of the process of co-operative monitoring in which 14 European experiments are involved, the experiments were visited in 1982 and 1983.

The reports of these visits, now available (see list of publications in this issue), describe the experiments at a specific stage in their development, ie when each particular visit was made.

According to information obtained at the summary meeting held in Strasbourg by the three co-operative development groups, it appeared that there had been important developments in all the experiments.

That is why the representatives of the experiments were invited to prepare a brief account of these developments since the visit.

The present issue of "New Trends" therefore contains in their original form, the contributions which the members of the three co-operative monitoring groups proposed on this subject.

II. UPDATING OF THE DESCRIPTION OF THE EXPERIMENTS PARTICIPATING IN THE CDCC PROJECT No. 9

1. National Federation of Woman's Institutes (United Kingdom)

by Anne BALLARD

At the time of the visit of Co-operative Monitoring Group 3 Project No. 9 to the United Kingdom in March 1983, the women's institutes were planning a major publicity campaign with the three-fold aim of creating more public awareness of the nature, spread and activities of the organisation, focussing on two or three issues of topical concern and increasing membership. This was launched in June 1983 under the title of WI: Women in the Community, identifying women and education, women and health and women in public life as the three issues on which it would work and focus attention in the following two to three years.

This initiative has been described by the Chairman as a positive and deliberate step into the limelight. The first year will culminate in a major exhibition on "Life & Leisure" at Olympia, one of London's largest exhibition centres, in June 1984. At the exhibition the WI's work on the three issues together with many other aspects of WI activities such as conservation, international involvement and community projects - many directly involved with the WI in its promotion.

During the past year, as women in the community, members in each region and in every one of the 9000 institutes have increased their links locally with other agencies engaged in developmental, environmental and social activity. Visits form a special fully equipped WI double decker bus, donated by the National Bus Company, has given a particular emphasis to those activities which will culminate in a publicity fortnight at the end of May.

At national level welcome publicity was achieved at the end of 1983 for the WI support of the Sex Equality Bill which was discussed in Parliament but did not reach the Statute book.

At Olympia one of the major exhibits will be the Women in Public Life stand where women from all the professions will discuss with visitors how they made it to the top alongside WI members describing how the WI opened doors for them.

Similarly at a time when for economic reasons support for general adult education is reduced, the WI - concerned about the effect on women and on rural areas - is stepping up its own educational work as well as campaigning for the retention of adequate statutory provisions. It has also received a small five-year grant from the Development Commission for the up-dating and extension of the WI training programme. A series of working lunches for relevant target groups influential in education, in health and in the advancement of women are planned for the next twelve months.

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2. *The experiment conducted by the Church of Kurhessen Waldeck (Kassel, Federal Republic of Germany)*
by Gerhard KLEIN

Even during (and before) the time of the visit of the Co-operative Monitoring Group it was evident that we have to anticipate major changes in the service departments of our church. A committee of our church council was meeting in camera. Only in December 1983 the leaders of our service departments were informed about first results. The public discussion was given free only last March. In a way these developments overshadowed already the visit, as the structure we could describe and show was already sentenced. The anticipated change is due to the general need to cope with less income. At the same time the service units should spend less and become more effective.

The suggested solution still has to go a long way before it can be accepted. But the importance of the service of the church in the field of labour relations fortunately is generally accepted. Instead of the social pastorate there shall be a service unit called church and labour relations which shall have to deal with all aspects of labour where as the social pastorate mainly concentrates on industry. Further on the services shall all be brought into closer co-operation as well as closer to the congregations. Both intentions are in line with our aims. We only hope that restructuring will not be too time consuming nor lead to new unnecessary difficulties. As nothing is worse than uncertainly we hope for clarity in not too long a distance.

The fight for Enka is over. At the end of May it will be closed down. Their social plan is said to be the best ever achieved. But this is little comfort, even though in a way everyone seems to be content that everything now is over. The length of time of the struggle improved the personal conditions for most workers concerned. The older one got more years for the pension fund, the younger more time to look for another job.

Volkswagen in Kassel is optimistic. The unemployment rate has gone up. But since the Hannover trade fair signs of hope prevail. It seems not very likely that the future of our economy will be decided by the collective bargaining going on just now. The awareness seems to grow that the redistributions of labour cannot be solved in collective bargaining alone. We find it necessary to go in our accepted way, believing that our Christian faith and common sense are twins who have a future.

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The Danish experiment (Silkeborg)
by Jens-Jørgen PEDERSEN

Since the European group's visit in Silkeborg last summer, something has happened to the Day-Folkhighschool.

When the group visited Silkeborg, the Day-Folkhighschool was not active partly because of financial difficulties, and partly because of aversion from the local labour movement.

In the summer of 1983 the labour movement asked Jens-Jørgen Pedersen to outline the limits to re-establish the Day-Folkhighschool, and in co-operation with the Danish Department of Education and Science we agreed, last August to start the Day-Folkhighschool again. With a grant - D kr 175,000.00 - from the Danish Department of Education and Science the Council and the municipality also put in a similar sum, and thereafter the Day-Folkhighschool was a reality. The interest was overwhelming - 120 entered, and we only had room for 45. With an extra grant we were able to start with 60 participants at the autumn class 1983.

Together with the Day-Folkhighschool we also succeeded to establish a kindergarten, again with a D kr 110,00 - grant from the Department of Education and Science. The kindergarten is established as an experiment with three employed pedagogues and 15 children from one and a half - six years. The establishment of the kindergarten should tell something about the hidden unemployment phenomenon, which more people are getting attentive to, namely that unemployed women with small children do take their children out of the traditional looking-after arrangements because of social and economic reasons, and therefore get still more isolated in relation to the surroundings, and in relation to the labour market.

The participants can briefly be described as being "adults with obligations" contrary to the traditionally Folkhighschool "free birds". On the average, the age of the Day-Folkhighschool is about 30 years. The composition of the participants is moreover characterised by the fact that the Day-Folkhighschool recruits have had a shorter education than the average Folkhighschool student. Half of the participants got a job during the course or shortly after, 25 % went into a further education, and the rest are now working in the selfgoverning study and workshop environment, which is now established. This means that if a person is out of work, then he or she can still go to the Day-Folkhighschool and participate in the self-organised groups. The education environment, which has been an essential part of the visions with the Day-Folkhighschool, is now under construction.

In the spring of 1984 we again succeeded on an experimental basis to go on with the Day-Folkhighschool. With a D kr 325,000.00 grant from the Department of Education and Science, D kr 250,000.00 from Århus County and D kr 170,000.00 from Silkeborg Municipality, we started a new course with 50 participants. The Department of Education and Science's extraordinary grant was aimed at the establishment of a kitchen, a wood and textile workshop. Previously we were restricted to 75% theoretical and 25% practical education, but now we have the possibility of 50% of each.

The Day-Folkhighschool kindergarten is established again with a special grant of D kr 75,000.00 from the Department of Education and Science.

With the 1984 group, we have reached further out in the group of short-term education. Ninety percent has had less than 10 years of schooling and 40% of the participants are on social help as opposed to the 10% earlier.

As something new, we are trying with this group, among other things (besides the ordinary highschool education) to motivate the women, in higher grades,to seek a traditionally man's job. These efforts can be exemplified by the establishment of a woodwork shop consisting of women only. Europe's largest manually operated loom, which will be 5 m wide and 3 m deep will be built in four months.

About the Day-Folkhighschool's future, it is hoped that in the autumn further subsidies could be found in the form of experiment grants.

Furthermore, a Bill concerning Day-Folkhighschools has been introduced in the Danish Parliament, and it is expected that it will be adopted by the end of 1984. The Day-Folkhighschool will then be ensured as a permanent institution in Denmark as a result of an initiative from the grass-roots which has reached the official acknowledgement - a development which should characterise Grundtvig's homeland in the future.

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4. *The Padasjoki experiment (Finland)*
by Heikki LAMPI

The project has advanced by the following phases:

1. incentive meetings for creating ideas connected with the development of entrepreneurial activities and small-scale courses for the people in the municipality;

2. course for small farming entrepreneurs;

3. further refining and marketing of the products produced by Padasjoki;

4. advancement of small industries through training.

In the enclosed list you can see the results of this course until January 1984. The project as a whole has advanced to phases 3 and 4.

At the beginning of 1984 there was a shelter workshop led by business principles in operation in Padasjoki, its purpose is to refind natural products and spices. The mushroom refinement factory has enlarged its operations: it has enlarged its range of products and at the same time it has taken on the marketing of products produced by other farmers and manufacturers. Industrial small entrepreneurs have a special course concerning product development, marketing and various aspects of business economy. The course is arranged by the Research and Training of Helsinki University in co-operation with the local Vocational Training Centre.

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As a result of the Padasjoki experiment corresponding activities have been started by the University of Helsinki in about 50 municipalities and by other universities in Finland in about 25 municipalities. In Finland there are in all 461 municipalities.

The project has given incentives to a large-scale planning and research activity in the field of economical policy. A marked feature in this work is the simultaneous pursuit of practice and theory, planning and realisation, production and experimenting, which is common to all the forms of this activity.

Results of the course for small-farming entrepreneurs in Padasjoki.

		Before course 15.2.1981	At present 20.1.1984
Specialised growing			
- 9 participants			
vegetables		0.1 ha	over 1 ha
strawberry	approx.	2.0 ha	+ 2 ha
currant		6.0 ha	+ 1 ha
biol. growing		1.0 ha	+ 4 ha
plastic hot houses	approx.	100 m2	7/300 m2 + 200 m2 (84) (+ 200 m2 on order)
sugar beet		-	2.5 ha
onion		-	+ 0.5 ha
warehouses		-	2.0
market place			developed further
new ditch system			approx. 10 ha
Fur animal farming			
- 3 participants			
blue, shadow foxes, raccoons in all		-	approx. 150 animals
Fish raising			
- 3 participants			
natural ponds		-	+ 1.5 ha
built ponds		1	+ 2
planned		-	4.0
Farm holiday activities			
- 2 participants			
rented cottages		-	+ s x 60 m2
new road and electricity inst.		-	4 km
bed		-	approx. 10
food service		-	approx. 30 places

	Before course 15.2.1981	At present 20.1.1984
Further training		
- 1 participant		
mushrooms	approx. 5,000 kg	7,000 kg
pickled cucumber	-	approx. 3,000 kg
biol. flour sold	-	-
whitefish roe	-	- (approx. 300 kg)

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5. *The Sicilian Experiment (Italy)*
by Carmela COVATO

Since the visit by the Council of Europe's Group 1 (in October 1983) and during the second year of the experiment on nursery schools and adult education which is being carried out in south-east Sicily (Avola, Scicli, Syracuse, Pozzallo and Floridia), the project has been developed on the basis of objectives whose aim is to consolidate the results already obtained and to overcome the limitations which have become apparent to the organisers.

The most important changes involve educational programming and the training of the organisers.

Educational programming

In each of the five towns involved, the organisers selected a general subject which was to be a feature of the educational activities directed at the adults and children.

On the basis of the topics selected by the teachers, it was clear that everyone felt environmental education was essential and should have priority.

The subject was developed differently according to the situation in the village and the age of the pupils. Each situation raises specific questions and at the same time the presence of both children and adults implies a diversified teaching method.

The target of gaining knowledge about the environment, starting from the local situation and building up to an understanding of some of the elements of the broader national and international situation, constituted a permanent link between the various activities.

Particular attention was paid to analysing ecological, historical, economic, cultural and other problems.

Training of the organisers

A plan was drawn up for training the organisers in collaboration with local officials, the university team and the Ministry. The plan - based on analysis of real problems, particularly those encountered during the first year of the experiment - includes a series of seminars to be held with the assistance of a number of experts.

The first seminar has already been held (in Rome, March 1984).

The problem of environmental education has been developed from the scientific point of view. A general report was drawn up on theoretical aspects in conjunction with the idea of the environment and its geographical and social features. Reports were also drawn up on didactics for adults and nursery school children, as well as a general report on the problem of the techniques of both programming and project assessment.

The organisers took a positive part in the seminar.

It is now a matter of assessing the real effect of this period spent on study and collective thinking on their actual commitment.

On the basis of these elements, the project will be re-organised next year.

It was decided to extend our experiment to the first classes of junior school, and the importance of this development in the project must be stressed, although there are a number of well-known questions still outstanding.

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6. *The Braga Experiment (Portugal)*

by *Luís CARDOSO PEREIRA*

After the Council of Europe's visit we had to assess the activities carried out within the integrated regional development project.

The project's executive committee, comprising the co-ordinator from the Directorate-General for Adult Education (DGEA), representatives from the ministries of agriculture, social security and labour, and a representative of the People's Houses has once again set out and strengthened the active commitment of the ministries to carrying out educational activities; it also considered that the following had priority:

- encouraging the active participation of local authorities;
- establishing a link with the formal education system;
- taking account of local environmental studies in places where the project is being carried out;

- working with local inhabitants to schedule activities on which a start ought to be made;

- establishing a common objective each year and making evaluation a systematic process.

A strategy to be followed was therefore devised, and the following main vehicles for action decided on:

- mobilisation of local authorities by the project's executive committee;

- intervention of local authorities which enlivened meetings together with representatives of services and insitutions working at regional and local level in order to obtain collective and institutional responsibility;

- production of a document, signed by all the institutions, for each town where the project has been implemented, which should turn the active commitment of ministeries into genuine action;

- the holding of meetings in order to:

  . introduce this document and the various services and institutions which will publicise their contribution;

  . the election of local representatives (priest, representatives of groups of farmers, the representative of the women's group, etc);

  . draw up a plan of action for the locality.

As well as the gradual introduction of the project into the various communities, the integrated actions already begun in the localities which constitute the first stage of intervention have developed.

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7. *The Coria experiment* (Spain)
by Macario HERRERA MUÑOZ

Development

Studying the development of the Coria project during its two years of existence supposes:

a. on the one hand checking the results connected with the general objective of the project: effacing the feeling of contempt country-dwellers have in respect of their own lives;

b. on the other, noting the effects of co-operation between the Coria experiment with the other European experiments.

The development of the Coria experiment has however been shaped by recent developments in Spain itself. These may be resumed as follows:

1. the socio-political transformation of the country,

2. the critical employment situation,

3. the development of strategies for action and methodology in education.

The Coria experiment has therefore had to deal with these points, and has done so in the following way:

1. Socio-political transformation

The experiment has tried to meet the demands of a society in transformation by guiding adults towards the acquisition of values such as:

- participation,
- socialisation,
- respect,
- sense of responsibility,
- understanding,
- team work.

2. Employment crisis

The unemployment rate is an unquestionable fact. Moreover, old professions are disappearing and new ones springing up. The Coria experiment, by pursuing its efforts in adult education, is aimed in particular at:

- technical improvement,
- vocational retraining,
- preparation for different jobs,
- preparation for self-employment:
  - bringing out entrepreneurial abilities,
  - helping create co-operatives, etc,
- use of spare time: leisure.

3. New strategies for methodological action and development

Here also adult education has branched out:

- from traditional education, the experiment has moved on to a multi-directional system:

. educational assistance in the classroom,

. distance educational action (national centres for primary and secondary education),

. combination of education in the classroom and distance education,

. use of media (press, radio, etc);

- from education based on closed syllabuses, imposing learning in a one-sided process, to a type of teaching where the medium and the originator is the "action group", able to ask for:

. what it wants,

. with an appropriate method,

. on a suitable time-scale,

. as a function of its general objectives.

Thus, with the "action groups" becoming the driving force of the project, all educational action becomes a joint effort of co-operation among all those with something to share in the education, training and advancement of adults.

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8. *The experiment of the "Lia Romantscha" (Switzerland)*
by Romedi ARQUINT

The Council of Europe visit to the group participating in the process of co-operative monitoring has had many repercussions.

1. The visit had a large-scale effect throughout the country and has brought the situation of people in eastern Switzerland to the attention of a wide public in a genuine way which is close to reality.

2. The regional animation project has received considerable political and psychological support, which is particularly important for an innovative project of interest to Switzerland as a whole.

3. The most noteworthy contribution was without a doubt the thorough discussion at a high standard on the project itself. These meetings were welcome compensation for the difficult and protracted stage of informing participants on the general situation of people in eastern Switzerland. The fact that the regional animation project was still at the planning stage was an advantage, making it easier to implement the proposals described. The main themes to be launched are as follows:

- integration of linguistic and cultural aspects in an overall context, including political and economic dimensions as well (together with the questions of structure and method they imply);

role of education (and continuous training) of regional collaborators;

- the discussion included, for the first time, the idea of a scientific foundation to be given to the project, as well as scientific follow-up and assessment. Specific proposals have been made, and these could be of great importance to the project.

4. There have also been failures in implementing ideas and proposals; the attempt to re-think and break out of anachronistic traditional ideological structures was not successful.

The positive experiences greatly outweigh the others, and have had additional weight as a result of experiences during other visits, to the benefit of discussions on the Swiss project

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9. *The Twenthe experiment (The Netherlands)*
by Willy van STEGEREN & Cornelis STAPEL

New developments in the Twenthe region during the period 1982-1984

The Twenthe project is part of Subgroup No. 3 within the context of Project No. 9 central theme: "Evolution of social and cultural roles of women and men". The Co-operative Monitoring group No. 3 visited Twenthe in October 1982 and published a report about this visit in February 1983. The following developments can be mentioned during the period 1982-1984.

The activities in the field of adult education are concentrated in three towns in the Twenthe region, Almelo, Hengelo and Enschede.

Almelo. The language classes with Turkish women are showing good results. Additional activities have been developed, eg the women have been taught how to cycle. In this way they can do their shopping in a wider area and at the market. The participants have gained more self-confidence. They are discussing societal topics in a lively way. The men are getting interested too. They experience the evolution which takes place in the social and cultural roles of their wives.

The financing of the programme, which needs to be expanded, creates a problem. Financial support is given for a period of one year, which makes long-term planning hard.

Hengelo. The day-evening school has continued its work. There has been a decrease in applications of women. The economic crisis is probably the cause of this development. Discussions are going on, on how to offer the students more guidance and support during their study, especially to those who are working for a secondary school certificate.

The network experiment is going on. A new development is the start of a labour market programme: activities focussed on offering a professional qualification to participants. A number of educational institutions is co-operating in order to develop this type of educational programme. In this way it is possible to link together different educational activities.

Enschede. The women's group in a settlement house, visited in 1982 by the Co-operative Monitoring Group, has been continued. The women experience much support for their private and social life in the group. They feel more self-confident and a number of women has started with additional educational activities. A discussion is going on about the question if it's possible to involve men in group sessions about certain topics, such as "unemployment" and "retiring".

A new centre has been founded with a - for the Netherlands - new combination of activities, a centre for professional training and revalidation. An integrated programme is offered of job orientation, professional training, counselling and information. When necessary, people who are (partly) unfit to work, can be observed in order to give them advice about possible capacities to do work of a certain kind.

The Open School has been continued, as well as the staff development programmes. New educational material has been developed. The Open School methods are introduced in different types of adult education. Efforts are made to decentralise the Open School programmes, in order that more people can participate. A closer co-operation between the different institutions and organisations of adult education is in progress.

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10. The experiment of the "FUNOC" (Charleroi, Belgium)
by Christiane VERNIERS

1. Volume of training courses

In 1982, 730 participants attended FUNOC training courses.

In 1983, there were 1200; to date (June 1984) there have been 800 participants this year already.

2. Diversification of basic training courses and project training

A. Basic training courses

In order to provide a better response to public demand - often expressed in terms of professional qualifications, particularly by young people - the FUNOC decided to diversify its basic training courses, while remaining in line with the general objectives of social qualification underlying all its activities:

- to place participants in a better position to find (or re-find) work - or to take up training leading to a qualification - by means of cognitive learning, but also by restoring self-confidence and improving their social integration;

- to more adequately equip participants to cope with the various difficulties of everyday life (children's schooling, administrative paper-work, budgeting, etc);

- to enable participants to understand their social, political and economic environment better and to find their place in it.

Three basic training courses were set up at the beginning of 1984 for nearly 300 people:

1) general basic training

(also called refresher courses) enables participants to acquire or re-acquire basic skills in French, mathematics and social life (600 hours training);

2) basic technical training

also provides participants with general and social training, but does so through selected activities of a craft or technical nature, forming an introduction to groups of trades. At the moment there are three options: one based on building techniques, one on service activities and the third on understanding micro-computers as used by companies. Each cycle involves 20 modules of 60 hours, giving a total of hours spread out over two years;

3) literacy training

here participants acquire basic intellectual skills, expressing themselves in speech, reading, writing, arithmetic, etc.

B. Training related to job creation projects

As one of the "regional workshops" recognised by the Walloon Regional Council, the FUNOC developed the number of training courses in 1984 based on job creation projects in the fields of social economy, craft work and the lower end of industry and commerce.

Eighty unemployed men and women are currently involved in this measure which combines training and action.

Basic technical training courses will also result in a number of job creation projects.

3. Overall development of the French-speaking community's Open University project

The FUNOC has joined forces with "Canal-emploi" in Liège, RTA in Namur and DEFIS in Brussels to defend continuous training for people with a poor school record and few qualifications.

The four associations are planning a massive joint action to extend compulsory schooling and improve the literacy level.

The FUNOC has also considerably developed its activities in the training of trainers, in collaboration with the Charleroi university centre and the other French-speaking universities.

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11. *The Norwegian experiment*
by Bitten KALLERUD

Professor W F van Stegeren, (the Netherlands), member of CMC No. 3 revisited Tromsø 24-27 March 1984. This short note is built on her report from the visit.

The purposes of the second visit were:

1. to discuss experiences gained during the visits to the other projects of CMC No. 3,

2. to gather information about the developments in the Tromsø project since the last visit in May 1983.

The participants in the visit agreed on and stressed that a second visit of this kind was very stimulating. The experience was that such follow-ups is reciprocal, beneficial and a very important aspect of the co-operative monitoring process. The Tromsø group showed much interest in the other projects in CMC No. 3 (the Netherlands, United Kingdom, Turkey). Information and discussion concentrated on:

1. to draw out common aspects from the different projects, and,

2. the possibility to applicate ideas and work from other countries to ones own situation.

As to the developments from last year it can generally be said that the financial cuts were more strongly felt and created greater problems. The concerns were, among others, how to keep up varied educational offers and how to avoid drop-outs and reach groups that have a difficult living situation.

The decentralised teacher training programme will end in 1986. The main reason is that the supply of teachers is expected to be sufficient. There are discussions about the possibility to integrate the model into the regular teacher training, but the representative from the programme was not very optimistic about this. They have recently started discussions about using the experience from the decentralised teacher training programme in other professional fields, and more concrete negotiations with institutions responsible for nursery training were going on.

The Action Plan Group at local level had had an active year. They had primarily worked within basic school. It was in this field they had received financial support for their work. They had organised 10 courses for teachers, collected further information about children's role-expectations, made video-tapes in classrooms which were used as study material, held courses on management functions in schools, supplemented the local library with literature on sex-issues, and established more firm contact with the local labour union for teachers. They were also about to prepare contact with parents.

At national level there had been carried out several follow-ups of the Action Plan for Equality between the Sexes: two conferences with publishers about the directives on the sex-equality aspect for recognition of text-books in schools. Follow-up courses for teachers who had participated in the first programme of the teachers courses. One course at national level on management functions in the school. An information campaign for women with six articles in four well-known and much read weekly magazines. The six articles are published as a separate printed booklet because a number of people showed interest in using them as information and discussion material in counselling, study-groups etc. A coupon was attached to each of the above-mentioned articles that could be used for ordering a brochure about educational offers for adults. The brochure "Women's opportunities. Information and guidelines about education" has been distributed in 40,000 copies. The University of Oslo carry out an evaluation of the information campaign by sending out questionnaires to 1,200 women.

Within the other fields of the Tromsø project there were not significant new developments. The work is going on well and the important task and what concerns most is how to meet the growing unemployment. Increased investments and activities were therefore seen in all fields that could diminish unemployment eg labour market courses.

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12. *The ANKARA experiment (Turkey)*
by Sâdi BÜLBÜL

Certain developments that are achieved or those that are in the process of being realised can be summarised as follows:

1. Programme (curriculum) development

a. The number of course programmes related to skills and vocational training have been increased and new courses have been introduced. Young girls are encouraged to attend courses for electricians, book-keeping and technical drawing.

b. Significant results have been obtained concerning the integration of social and cultural subjects into courses on skills and vocational training. In order to meet the needs of the participants, it is attempted to maintain flexibility in socio-cultural programmes.

c. There has been a successful large-scale application of the group discussion methodology.

2. Research

a. The research activity which was started earlier by the Adult Education Department of the Ankara University's Education Faculty with a view to determining the view-points of teachers and tutors concerning their problems, proposals and training needs is still in progress.

The results of this research will be included in a report to be prepared in March 1985.

b. Four papers (1 at Ph D, 3 at Masters' level) are being prepared by students at the Adult Education Department of the AU Education Faculty concerning the needs and problems of those taking part in the courses of the Ankara project.

3. In-service training

A 15-day seminar is to be organised in October 1984 for all the tutors of the adult education centres included in the Ankara project. In this seminar:

a. the Ankara project activities will be reviewed,

b. the results of research will be discussed,

c. information will be given on the 13 other pilot experiments of CDCC Project No. 9,

d. activities of the 1984-85 period will be planned.

4. Markets

Market fairs hitherto organised annually now take place each month. The order workshop at the Yildizevlar Service Centre has been transformed into a production co-operative. With the experience to be obtained from this venture, new initiatives are being taken to establish similar co-operatives in all the three adult education centres of the Ankara project and subsequently to form a "union of co-operatives".

5. Rapprochement and interaction between the adult education centres and the university

It has been possible for the final year students at the Adult Education Department of the AU's Education Faculty to follow courses of the Ankara project as "observers" and to discuss problems with the administrators, counsellors and tutors. These visits and discussions were beneficial to both the university students and to the administrators, tutors and course leaders of the adult education centres. The most interesting and successful "observation reports" prepared by the students will be distributed to the authorities concerned.

6. Status of the part-time instructors

a. All part-time instructors have been integrated into the social security system.

b. Work has advanced concerning the appointment of the instructors to permanent posts.

7. Extension of the Ankara project

a. Directors of adult education centres of the Ankara province meet regularly each month to exchange views on problems and their solutions. Information on the Ankara project is being disseminated through these meetings.

b. In July-September 1984, the following seminars will be organised:

i. a two-week seminar with the Heads of the Adult Education Authorities of the 67 provinces,

ii. a two-week seminar with the directors of 60 adult education centres,

iii. two, two-week seminars with the participationof 60 teachers for each,

iv. a two-week seminar for 60.

In these seminars the Ankara project will be presented to the participants by the project representative Dr Bülbül and ways will be sought to implement similar projects in other provinces of Turkey.

c. The Adult Education Department of the Bosphorous University is now interested to implement a similar project in Istanbul in co-operation with the Istanbul Adult Education Authority as from 1985.

8. Handbook for adult educators

An "adult educator's handbook" is under preparation within the conceptual framework of the Ankara project. This will be prepared by Dr. Bülbül and published by the Ministry of National Education.

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13. *The experiment "Idée Vosges" (Remiremont, France)*
by Philippe SIMONET

Our observations of initiatives taken by Idée Vosges since October 1983, our analysis of results, methods and local response and our thinking about all these have brought us to note the appearance of a "local identity": economic difficulties and irrelevance of traditional means of dealing with situations are leading elected representatives, officials and people in general to become aware of the synergies and solidarities existing within a micro-region that is defined less by its administrative boundaries than by historic and geographical considerations. Idée Vosges is attaching increasing importance to this aspect, as being fundamental to the appropriateness and effectiveness of its efforts.

In addition, critical review of its mehods has led Idée Vosges to base all of its work on the idea of the project broken down as follows:

- the idea of a project emerges;
- it is defined and structured;
- it is followed closely as it is being carried out and the specific role of the mediation structures supporting the process entails either:
  - . where structures exist, the taking into consideration of new ways of working;
  - . where they do not exist, their setting up to meet needs for which no provision has been made.

As examples, the following might usefully be mentioned:

A. With a view to stimulating new projects

- activities carried out:
  - . in "disaster areas", eg "Portieux", in connection with glassmaking or the scheme planned for the canton of "Le Thillot";
  - . in areas where new facilities are giving development a direction that needs to be controlled locally, eg the Vert-Pré dam.

B. In connection with the project definition, the "Mirecourt" project relating to stringed instruments is taking an interestingly comprehensive turn. Idée Vosges has also put in hand:

- . an "industrial creativity" scheme with the University of Nancy,
- . new agricultural diversification schemes.

C. Work associated with the carrying-out of projects has entailed:

- various schemes for creating businesses or activities,
  - . in particular, by the St. Dié Chamber of Commerce and Industry, leading to 83 new jobs;
- a scheme designed to relocate young farmers, which was successful in nine cases;
- a number of specific agricultural initiatives relating eg to tanning, animal draught etc.

D. Our observation of the mediation structures has led us to institute a form of training for "local development agents"; this would seem to be something new and is a means of finding and giving support to.

The underlying assumption here is that potentially active people exist at the local level who have either not been identified or have lacked support, and thus far our assumption has been borne out by results.

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14. The Landskrona experiment (Sweden)

As such the Landskrona experiment has been completed, although certain initiatives are still being taken and the situation is in the process of developing. Nevertheless, it is no more considered as a specific experiment in the strict sense.

III. DOCUMENTS ISSUED IN THE FRAMEWORK OF PROJECT NO. 9

Co-operative Monitoring Group No. 1

Visit to the experiments:

Spain	CC-GP9 (83)	7
Italy	" (84)	1
Portugal	" (83)	12
Switzerland	" (83)	2
Conclusions drawn from the operation of the four experiments, by W James	" (33)	22
The co-operative monitoring process, by W James	" (84)	3
Grid of analysis of the experiments, by P Dominicé	" (84)	24

Co-operative Monitoring Group No. 2

Visit to the experiments:

Belgium	" (84)	13
Denmark	" (83)	13
Finland	" (83)	6
France	" (84)	6
Fed. Rep. of Germany	" (84)	5
Sweden	" (83)	11
Conclusions drawn from the operation of the six experiments, by W James	" (84)	8
The co-operative monitoring process, by W James	" (84)	7

Co-operative Monitoring Group No. 3

Visit to the experiments:

Norway	" (84)	11
The Netherlands	" (83)	5
United Kingdom	" (84)	10
Turkey	" (84)	12
Conclusions drawn from the operation of the four experiments, by W James	" (84)	21
The co-operative monitoring process, by W James	" (84)	17

The co-operative monitoring methodology

Overall report, by W James	CC-GP9 (84)	20
Notes on the process of system thinking, by S Sandelin	" (84)	14
Co-production of video-led material for the training of educators: a proposal made by the International Course Team	" (84)	15